

Reading - Grade 8		
Item	Performance Indicator	Standard
1	Anticipates the beginning of a literacy activity.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
2	Responds to own name presented via any communicative modality.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
3	Anticipates routines or patterns connected to literacy activity.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
4	Identifies a word/picture/symbol/object used to name a familiar place.	Standard 2: Students apply a range of skills and strategies to read.
5	Locates the library.	Standard 4: Students select, read, and respond to print and nonprint material for a variety of purposes.
6	Identifies a word/pictures/symbols/objects used to name familiar people.	Standard 2: Students apply a range of skills and strategies to read.
7	Attends to literacy materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
8	Indicates preference when offered a choice of books/materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
9	Indicates adaptations needed to understand text.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
10	Explores a variety of literacy materials.	Standard 2: Students apply a range of skills and strategies to read.
11	Identifies resource materials to gain information about words.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
12	Identifies a variety of resources.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
13	Selects literacy materials/books by character or topic.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
14	Identifies words/pictures/symbols/objects to name familiar people.	Standard 2: Students apply a range of skills and strategies to read.
15	Identifies a word/picture/symbol/object used for content communication.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
16	Identifies the appropriate resource to gain specific information.	Standard 4: Students select, read, and respond to print and nonprint material for a variety of purposes.
17	Uses text features to move through text in the appropriate sequence.	Standard 2: Students apply a range of skills and strategies to read.
18	Recognizes beginning consonant letter-sound association.	Standard 2: Students apply a range of skills and strategies to read.
19	Recognizes vowel letter-sound association.	Standard 2: Students apply a range of skills and strategies to read.
20	Indicates that a sentence is made up of words.	Standard 2: Students apply a range of skills and strategies to read.
21	Uses auditory or visual scanning to maintain place.	Standard 2: Students apply a range of skills and strategies to read.

22	Displays a knowledge of front/back, right side up, page turning, and scanning when exploring literacy materials.	Standard 2: Students apply a range of skills and strategies to read.
23	Rereads (goes back a page, hits switch to rewind tape, etc.) to gain understanding.	Standard 2: Students apply a range of skills and strategies to read.
24	Recalls name of common object/symbol when given the function of the object.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
25	Identifies the main idea of an expository reading selection.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.